

**A COMPARATIVE STUDY OF GRADES 10 AND 11  
STUDENTS' BELIEFS TOWARDS TEACHER-CENTERED  
AND LEARNER-CENTERED APPROACHES IN ENGLISH  
AS A FOREIGN LANGUAGE CLASS AT MAI JA YANG  
HIGH SCHOOL IN KACHIN STATE, MYANMAR**

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**Abstract:** The purpose of conducting this study was firstly, to determine Grades 10 and 11 students' beliefs towards English as a foreign language class at Mai Ja Yang High School in Kachin State, Myanmar. Secondly, to determine whether there were significant differences in Grade 10, Grade 11, and Grades 10 and 11 students' beliefs towards teacher-centered and learner-centered approaches in English as a foreign language at Mai Ja Yang High School in Kachin State, Myanmar. The respondents were 120 Grade 10 students and 145 Grade 11 students (totaling 265 students) in Mai Ja Yang High School during the academic year 2018-2019. The data obtained were analyzed by descriptive statistics, mean and standard deviation and by dependent samples *t*-test. The findings of this study indicated that in Mai Ja Yang High School Grade 10 students, on average, held neutral beliefs on teacher-centered approach in English as a foreign language class when the Grade 11 students' beliefs towards teacher-centered approach in English as a foreign language class was positive.

Meanwhile, Grades 10 and 11 students in Mai Ja Yang High School had the same positive beliefs towards learner-centered approach in English as a foreign language class. A dependent samples *t*-test revealed that there was a significant difference between Grades 10 and 11 students' beliefs towards teacher-centered and learner-centered approaches in English as a foreign language class at Mai Ja Yang High School in Kachin State, Myanmar.

**Keywords:** Beliefs, Teacher-Centered Approach, Learner-Centered Approach, English as a Foreign Language, Mai Ja Yang High School

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## **Introduction**

The English Language Task Force was formed in 2000 and upgraded to the National Center for English Language (NCEL) to promote English Language Teaching (ELT) in Myanmar, to fulfill the English skill requirements of a lifelong learning society. Furthermore, Paw (2015), stated that more inspired activities in English have been used such as play reading and performance, impromptu talk, debate and roundtable discussion in schools and universities and state level competitions. In 2006, in the higher education sector, the curricula and syllabi were reviewed. To bring the higher education curricula and syllabus in Myanmar the higher education sector was reviewed again in 2012.

In Myanmar, English language is taught as a foreign language from Kindergarten to upwards. In Myanmar education system, Grades 10 and 11 are considered as secondary high school level. The high school that the researcher has chosen for this study is from Mai Ja Yang Township in the region (Kachin Special Autonomy Region II), Kachin State, Myanmar. This township is under the control of Kachin Special Autonomous, regional government called Kachin Independence Organization (KIO). There are many departments under KIO, among them Education Department is one of them. KIO Education Department controls all of the schools under Kachin Special Region II. The chosen school is one of them in that region under control of the KIO Education Department and, over 1200 students are studying. The researcher chose Grades 10 and 11 students as respondents because Grade 10 students are younger than Grade 11 students and the researcher believed that they have different perspective of teaching approaches even though they are the highest Graders in Mai Ja Yang High School.

## **Objectives**

Below are the following research objectives that are addressed by this study:

1. To determine the level of Grade 10 students' beliefs towards teacher-centered approach in English as a foreign language class at Mai Ja Yang High School in Kachin State, Myanmar.
2. To determine the level of Grade 11 students' beliefs towards teacher-centered approach in English as a foreign language class at Mai Ja Yang High School in Kachin State, Myanmar.
3. To determine the level of Grade 10 students' beliefs towards learner-centered approach in English as a foreign language class at Mai Ja Yang High School in Kachin State, Myanmar.
4. To determine the level of Grade 11 students' beliefs towards learner-centered approach in English as a foreign language class at Mai Ja Yang High School in Kachin State, Myanmar.

5. To determine if there is a significant difference between Grade 10 students' beliefs towards teacher-centered and learner-centered approaches in English as a foreign language class at Mai Ja Yang High School in Kachin State, Myanmar.
6. To determine if there is a significant difference between Grade 11 students' beliefs towards teacher-centered and learner-centered approaches in English as a foreign language class at Mai Ja Yang High School in Kachin State, Myanmar.
7. To determine if there is a significant difference between Grades 10 and 11 students' beliefs towards teacher-centered and learner-centered approaches in English as a foreign language class at Mai Ja Yang High School in Kachin State, Myanmar.

### **Literature Review**

To describe how people, consume, process, and retain knowledge during learning is responsible to learning theories. Many perspectives such as cognitive, emotional, environmental, and prior experience play a role in understanding, acquiring or changing the knowledge or skills (Ormrod, 2012).

### **Behaviorist Learning Theory**

Many behaviorists' beliefs that the theory of behaviorism was based widely on the observation of responses to rewards and punishments. Behaviorism, for learning, did not take the innermost mental states or cognitive process of the learner into consideration, it just took the external output of behavioral change of behavior resulting from environmental factors. Since learning is the involvement of changes in behavior, students' cognitive processes and development should not be focused on teaching and learning implications.

Skinner considered that learning appeared under probabilities of reinforcement, which were collected of three variables: a moment for the behavior to appear, it is not only for the behavior alone but for the outcomes as well (Li, 2004). Skinner's verbal behavior which was ruled by its consequences. Basically, operant conditioning is an incitement response pattern that when reinforced, conditions individual's or entity's response to an aspiration performance (Huitt, W. & Hummel, J., 1997). When consequences were rewarding, the behavior will improve profoundly and repeatedly since Skinner's verbal behavior was authorized by its results (Schunk, 2012).

From Skinner's attitude, teachers arranged the stimulus control to bring out the behavior in a rapid way with effective or rewarding contingencies so that students can learn more successfully. In the middle of the century, second language teaching was greatly influenced by Skinner's view of learning theory

and it counted on the classroom environment. Under advisedly designed schedules of reinforcement, teachers applied the controlled practice of the verbal operant (Brown, 2014). To teach second language or foreign language, teacher-centered approach was broadly utilized with the support of the behavioral principle.

### **Constructivist Learning Theory**

Compared to behaviorism, constructivism outlooked that learning was a subjective, analytical process and learners build knowledge by making sense of the world. Vygotsky's social development theory strongly emphasized the importance of social interaction in the development of cognition. The process of communicating, experiencing and interacting among the society is very vital for the cognitive development (Vygotsky, 1978). It is not only because zone of proximal development (ZPD) could increase students' cognitive development but also because ZPD accord the students' cognitive development the reason why many constructivists approved to support ZPD.

According to Vygotsky's position, Schunk (2012) demonstrated that there was the distance between the actual developmental level and the potential developmental level. The actual developmental level refers to the ability of solving problems autonomously or without any help from adults, whereas potential developmental level is defined as solving problems through under the guidance of adults or peer facilitation. It means that students learn best together when dealing with others via collaboration. Constructivists likely to support instruction not only because of matching between instruction and students' cognitive development but also because of making the contribution of swiftness on students' actual cognitive development.

Traditionally, many teachers held the way that teacher or lecturer transmitted the information to students. In contrast, students played an active role in learning which built up learning context in Vygotsky's theory. Therefore, teachers' and students' role were shifted, and teachers helped facilitate meaning construction to students and it became a reciprocal experience for students and teachers.

### **Communicative Language Teaching Theory**

Delineating communicative language teaching, there are kinds of principles to reach the goals of teaching language. They are how to learn a language, leading the activities that are best matched to students and good facilitation for teachers, the role of teachers and students in the classroom. Due to Hymes (1972), to improve the communicative competence of learners was the goal of language teaching. Viewpoint of Hymes (1972), "communicative

competence” meant in the social context, the use of knowledge, language, and the capacity of observing sociolinguistic norms of appropriateness.

Canale and Swain (1980) pointed out that there were five important primary guiding principles of a communicative approach to second language teaching. Firstly, there was no strong theoretical or practical motivation for the view that grammatical competence was more or less crucial than other competences. Hence, the teacher must be a facilitator for students to integrate these three competences. Secondly, the teacher should link the learners’ communication needs with the actual and realistic situation. Thirdly, the teacher needs to consider providing the students opportunities to revel in meaningful communication with highly trustworthy speakers of the language. This might be a little challenge for teachers, but it can be considered as the momentous thing for classroom activities, as well as for testing. Fourthly, learners should get the optimal usage of communicative competence, which they already got from the native language, into the second language learning at the early stages of foreign language learning. Lastly, the theme of a communication - oriented second language program was to provide learners with the chance to interact with the information, practice and experience in order to meet learners’ communicative needs of second language learning.

### **Teacher-Centered Approach**

Aaronsohn (1996) described traditional teaching as the focus of teaching was the content and the students should be able to show that they obtained a certain body of knowledge. Thus, teacher-centered approach was rooted in behaviorism, often characterized as being based upon a model of an active teacher and passive students. In terms of learning content, students had few option opportunities, yet teachers were responsible for deciding the teaching content. Control is of primary importance and teachers using power to influence over the students in teacher-centered classrooms (Dollard & Christensen, 1996). Additionally, Freiberg (1999) claimed that teachers exercise their control via a system of distinctly set up rules, routines, punishments that are authorized rather than developed with the students.

### **Learner-Centered Approach**

Leonard (2002) mentioned that constructivism adopted the learner-centered framework which put an emphasis on the active participated learners. Nunan (1995) illustrated that in class, learner-centered approach boosted students’ autonomy and in the environment of learner-centered, students became more independent learners, and this expedited their learning process.

Dollard and Christensen (1996) demonstrated that to reduce the need of control and become the foundation for all interaction in classrooms, the interpersonal relationships development of students' and positive students-teachers relationships are fundamental components of the learner-centered approach. Consequently, the students' achievement and motivation level of employing learner-centered principles displayed higher than the teachers practicing with the viewpoint of teacher-centered principles (McCombs & Whisler, 1997).

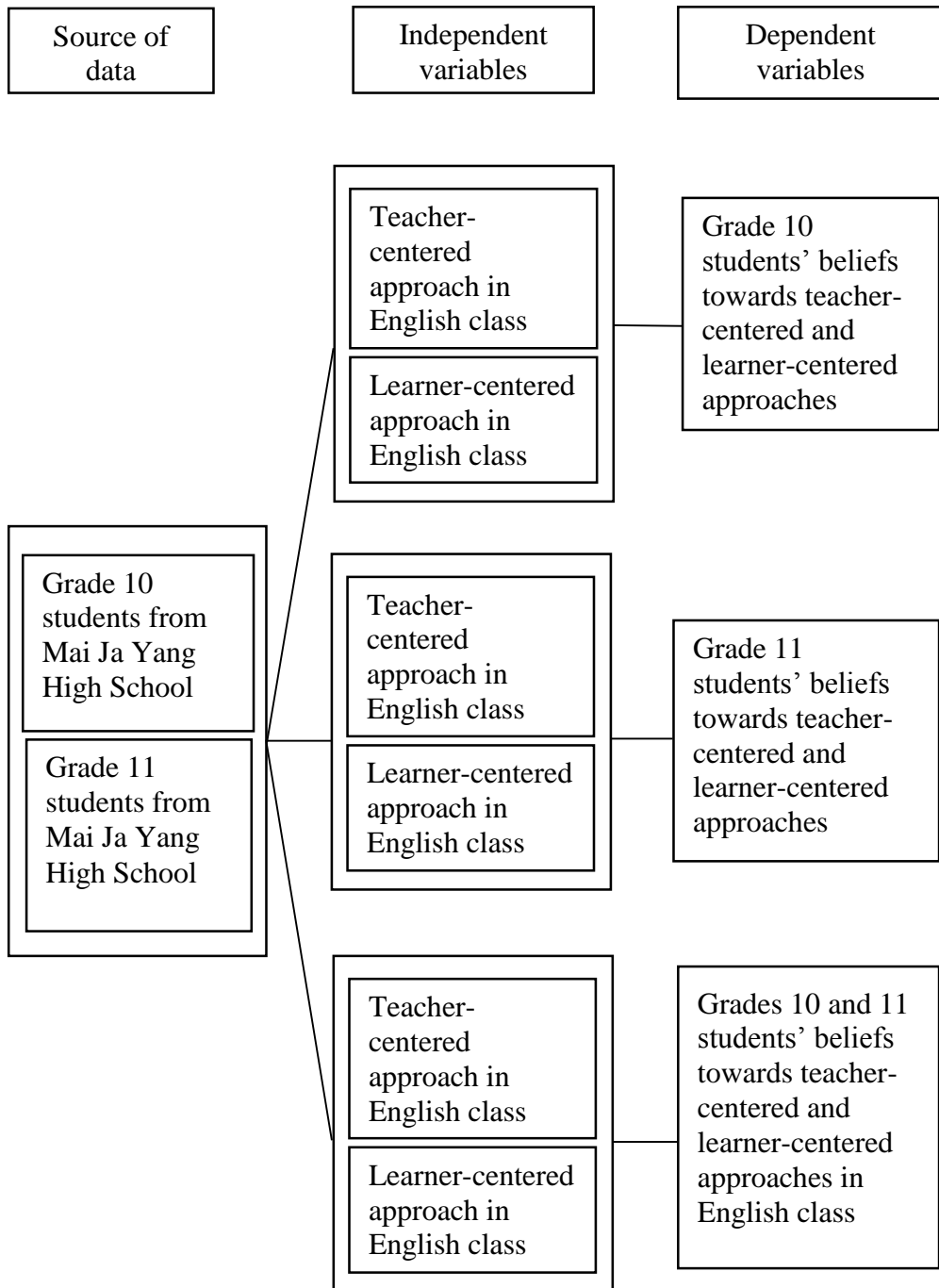
Additionally, in learner-centered classroom, students were encouraged to chase areas of thoughtful interest and received independence to develop their learning experiences. Teachers supported students to seek topics of interest thoroughly by adhering less strictly to course content (Baeten, Struyven, & Dochy, 2013).

### **Mai Ja Yang High School**

Mai Ja Yang High School is one of the biggest public schools under the Kachin Independence Organization (KIO) Education Department. Near the border of Myanmar and China, in the central-east part of Kachin State, Mai Ja Yang High School is located. As Myanmar government schools, all schools under Kachin Independence Organization (KIO) Education Department use the same curriculum, but with the addition of an extra subject, Kachin literature which is taught in all schools under the KIO control area.

### **Conceptual Framework**

The purpose of this study was to determine if there was a significant difference between Grade 10, 11 and Grades 10 and 11 students' beliefs towards teacher-centered and learner-centered approaches in English as a foreign language class at Mai Ja Yang High School in Kachin State, Myanmar.



**Figure 1: Conceptual framework.**

### Method/Procedure

This research is a quantitative comparative study of Grades 10 and 11 students' beliefs towards the teacher-centered and learner-centered approaches in English as a foreign language class at Mai Ja Yang High school in Kachin State, Myanmar. A questionnaire comprised of 20 Items under teacher-centered and learner-centered approaches was conducted in order to collect data from 265 students from Mai Ja Yang High School for this study. The collected quantitative data was analyzed by using descriptive statistics (mean, standard deviation) and statistical hypothesis testing (dependent samples *t*- test) in order to address this research's objectives and hypotheses.

### Samples

The purposive samples of this study were 265 Grades 10 and 11 students from Mai Ja Yang High School in Kachin State, Myanmar. There were four classes in each Grade and totally 120 students in Grade 10 and 145 students in Grade 11.

### Research Instrument

The instrument used for this study was Senior High School English Students' Beliefs towards Teaching Approaches by Bai (2016). It is a 5-point Likert scale (1= *strongly disagree*, 5= *strongly agree*) comprising of 20 Items that asked students to indicate their agreement level. There are 11 items of teacher-centered approach and 9 Items of learner-centered approach. Table 1 shows the interpretation scale of questionnaire results.

Table 1: *Questionnaire Interpretation Scale*

Agreement level	Score	Scale	Interpretation
Strongly agree	5	4.51- 5.00	Very positive
Agree	4	3.51-4.50	Positive
Neutral (neither agree nor disagree)	3	2.51-3.50	Neutral
Disagree	2	1.51-2.50	Negative
Strongly disagree	1	1.00 -1.50	Very negative

### Validity and Reliability

Validity for the research instrument, the primary constructors made sure that the instrument content was based on the English Curriculum Standard (ECS) in China. In terms of construct validity, they verified it from two ways. The first way was, English teachers who were teaching in the junior high schools were given 900 questionnaires in over 10 provinces and municipalities in China. Different teaching contexts also taken as a process to accomplish and three types of schools were included such as urban key schools, ordinary urban



schools and rural schools among these secondary junior high schools. The consulting was the other way of finding the construct validity. For each subscale the Cronbach's alpha was computed as well.

Another researcher Bai, who earned M.Ed. degree from Assumption University of Thailand in 2016, also adapted the two subscales the (traditional teaching and constructivist teaching) which are related to teacher-centered and learner-centered approaches in her research. The Cronbach's alpha was computed too. In this study, the researcher adapted all the items that the second researcher had already applied in the previous research. Concerning the validity of this research study, the researcher had gotten three scholars who had strong background in Education and English.

### Collection of Data

Collection of data was done on the 10<sup>th</sup> September 2018 and distributed questionnaire to 265 Grades 10 and 11 students from Mai Ja Yang High School. The survey returned 100 % to researcher.

### Data Analysis

Descriptive statistics of mean and standard deviation were used for Research Objectives 1, 2, 3, 4 while dependent samples *t*-test was used for Research Objectives 5, 6, 7.

### Findings

Presented below are the findings of the seven research objectives.

Table 2 shows mean scores, standard deviation, and interpretation of Grade 10 students' beliefs towards teacher-centered approach in English as a foreign language class at Mai Ja Yang High School.

*Table 2: Mean Scores, Standard Deviation, And Interpretation of Grade 10 Students' Beliefs Towards Teacher-Centered Approach in English as a Foreign Language Class at Mai Ja Yang High School in Kachin State, Myanmar*

Item	Item statement	<i>M</i>	<i>SD</i>	Interpretation
4	English is learned mainly by imitating correct model of the language.	4.67	.59	Very positive
5	Extensive drill and practice are an effective way to help us (students) learning English.	3.70	1.11	Positive

Item	Item statement	<i>M</i>	<i>SD</i>	Interpretation
9	Teacher lecturing is more effective than students' self-discovery.	3.26	1.11	Neutral
10	Textbook is the most important learning material in English as Foreign Language class.	3.94	1.02	Positive
12	Matriculation examination scores are the main criteria for assessing students' English as Foreign Language proficiency.	3.10	1.04	Neutral
13	Tests are the main way to assess student learning in English as a Foreign Language class.	3.71	1.08	Positive
15	English as a Foreign Language teachers must establish authority in order to effectively lead a class.	2.03	1.13	Negative
16	We students cannot construct knowledge by ourselves, so the best way to learn is by teacher instruction.	3.25	1.00	Neutral
18	We students will be successful in school if we listen to the teachers who know what is best for us.	4.50	.62	Positive
19	The relationship between teachers and students should be knowledge transmitter and acceptor.	2.88	1.08	Neutral
20	We students learn best by following teachers' pace and arrangement.	3.06	1.17	Neutral
Total		3.46	1.01	Neutral

Results in Table 2 showed that the total mean score of Grade 10 students' beliefs towards teacher-centered in English as a Foreign Language class in Mai Ja Yang High School was  $M = 3.46$  points, which is interpreted as neutral. Table 3 illustrates mean scores, standard deviation and interpretation of grade 11 students' beliefs towards teacher-centered approach in English as a foreign language class at Mai Ja Yang High School.

Table 3: *Mean Scores, Standard Deviation and Interpretation of Grade 11 Students' Beliefs Towards Teacher-Centered Approach in English as a Foreign Language Class at Mai Ja Yang High School in Kachin State, Myanmar*

Item	Item statement	<i>M</i>	<i>SD</i>	Interpretation
4	English is learned mainly by imitating correct model of the language.	4.57	.62	Very positive
5	Extensive drill and practice are an effective way to help us (students) learning English.	4.13	.98	Positive
9	Teacher lecturing is more effective than students' self-discovery.	3.72	.99	Positive
10	Textbook is the most important learning material in English as Foreign Language class.	3.87	1.06	Positive
12	Matriculation examination scores are the main criteria for assessing students' English as Foreign Language proficiency.	3.30	1.13	Neutral
13	Tests are the main way to assess student learning in English as a Foreign Language class.	3.88	.95	Positive
15	English as a Foreign Language teachers must establish authority in order to effectively lead a class.	3.51	1.09	Positive
16	We students cannot construct knowledge by ourselves, so the best way to learn is by teacher instruction.	3.53	1.13	Positive
18	We students will be successful in school if we listen to the teachers who know what is best for us.	4.48	.68	Positive
19	The relationship between teachers and students should be knowledge transmitter and acceptor.	3.28	1.10	Negative
20	We students learn best by following teachers' pace and arrangement.	3.86	1.04	Positive
Total		3.83	.99	Positive

Table 3 result indicated that the total mean score of Grade 11 students' beliefs towards teacher-centered approach in English as a Foreign Language class at Mai Ja Yang High School in Kachin State, Myanmar was  $M = 3.83$  points, which is interpreted that Grade 11 students held positive beliefs towards teacher-centered approach.

Table 4 displays mean scores, standard deviation and interpretation of grade 10 students' beliefs towards learner-centered approach in English as a foreign language class at Mai Ja Yang High School.

Table 4: *Mean Scores, Standard Deviation and Interpretation of Grade 10 Students' Beliefs Towards Learner-Centered Approach in English as a Foreign Language Class at Mai Ja Yang High School in Kachin State, Myanmar*

Item	Item statement	$M$	$SD$	Interpretation
1	It is more important for teachers to consider how to help us (students) "learn" than to consider how to "teach".	4.21	.59	Positive
2	The content of English as a Foreign Language class teaching should be relevant to students' life experience.	4.38	.68	Positive
3	English as a Foreign Language teacher should move us (students) beyond drill and memorization and give us (students) opportunities to think, explore and express our ideas.	4.44	.73	Positive
6	We students learn well in peer interaction activities.	3.80	.89	Positive
7	Task-based language teaching (learning by doing approach) works for English as a Foreign Language classes.	3.93	.90	Positive
8	My English as a Foreign Language teacher's teaching approach is a combination of traditional approach and task-based language teaching (learning by doing approach).	3.64	.98	Positive
11	English as a Foreign Language teachers should provide ongoing feedback on students' learning.	4.50	.66	Positive

Item	Item statement	<i>M</i>	<i>SD</i>	Interpretation
14	Students' performance in English as a Foreign Language class should be measured by many ways rather than by test scores only.	4.42	.66	Positive
17	It is more important for English as a Foreign Language teachers to guide us (students) to acquire knowledge than to transmit knowledge to students.	4.47	.57	Positive
Total		4.20	.75	Positive

Regarding to the Table 4 findings, the total mean score of Grade 10 students' beliefs towards learner-centered approach in English as a Foreign Language class was  $M = 4.20$  points, which is interpreted that Grade 10 students held positive beliefs towards learner-centered approach.

Table 5 indicates mean scores, standard deviation and interpretation of grade 11 students' beliefs towards learner-centered approach in English as a foreign language class at Mai Ja Yang High School.

*Table 5: Mean Scores, Standard Deviation and Interpretation of Grade 11 Students' Beliefs Towards Learner-Centered Approach in English as a Foreign Language Class at Mai Ja Yang High School in Kachin State, Myanmar*

Item	Item statement	<i>M</i>	<i>SD</i>	Interpretation
1	It is more important for teachers to consider how to help us (students) "learn" than to consider how to "teach".	4.22	.80	Positive
2	The content of English as a Foreign Language class teaching should be relevant to students' life experience.	4.24	.73	Positive
3	English as a Foreign Language teacher should move us (students) beyond drill and memorization and give us (students) opportunities to think, explore and express our ideas.	4.40	.72	Positive
6	We students learn well in peer interaction activities.	3.97	.86	Positive
7	Task-based language teaching (learning by doing approach) works	4.03	.84	Positive

Item	Item statement	<i>M</i>	<i>SD</i>	Interpretation
	for English as a Foreign Language classes.			
8	My English as a Foreign Language teacher's teaching approach is a combination of traditional approach and task-based language teaching (learning by doing approach).	3.56	.85	Positive
11	English as a Foreign Language teachers should provide ongoing feedback on students' learning.	4.33	.72	Positive
14	Students' performance in English as a Foreign Language class should be measured by many ways rather than by test scores only.	4.18	.84	Positive
17	It is more important for English as a Foreign Language teachers to guide us (students) to acquire knowledge than to transmit knowledge to students.	4.40	.73	Positive
Total		4.15	.79	Positive

According to Table 5, the outcome appeared that the total mean score of Grade 11 students' beliefs towards learner-centered approach in English as a Foreign Language class at Mai Ja Yang High School in Kachin State, Myanmar was  $M = 4.15$  points, which can be interpreted that Grade 11 students held positive beliefs towards learner-centered approach.

Table 6 shows the results of the dependent samples *t*-test comparing Grade 10 students' beliefs towards teacher-centered and learner-centered approaches.

*Table 6: Results of the Dependent Samples t-Test Comparing Grade 10 Students' Beliefs Towards Teacher-Centered and Learner-Centered Approaches*

Variables	<i>M</i>	<i>SD</i>	<i>t</i> - value	Sig. (2-tailed)
Grade 10 students' beliefs on teacher-centered	3.468	.539	-13.231	.000
Grade 10 students' beliefs on learner-centered	4.202	.318		

Regarding the finding of Table 6, *t*-value obtained from the analysis of teacher-centered and learner-centered approaches are  $t(119) = -13.231$ . Mean scores of teacher-centered is 3.468 and for learner-centered is 4. 202. The

standard deviation for teacher-centered is .539 and for learner-centered is .318. The analysis also revealed that the  $p$  value significance is  $p < .001$ , at the level of 0.05 level ( $p < 0.05$ ), and it rejected the null hypothesis 1. Therefore, it can be interpreted that there was a significant difference between Grade 10 students' beliefs towards teacher-centered and learner-centered approaches in English as a Foreign Language class at Mai Ja Yang High School in Kachin State, Myanmar.

Table 7 displays the results of the dependent samples t-test comparing grade 11 students' beliefs towards teacher-centered and learner-centered approaches.

*Table 7: Results of the Dependent Samples t-Test Comparing Grade 11 Students' Beliefs Towards Teacher-Centered and Learner-Centered Approaches*

Variables	<i>M</i>	<i>SD</i>	<i>t</i> - value	Sig. (2-tailed)
Grade 11 students' beliefs on teacher-centered	3.836	.553	-6.42	.000
Grade 11 students' beliefs on learner-centered	4.154	.397		

The result in the Table 7 shows that  $t$ -value obtained from the analysis of teacher-centered and learner-centered approaches are  $t(144) = -6.42$ . Mean scores for teacher-centered is 3.836 and for learner-centered is 4.154. The standard deviation for teacher-centered is .553 and .397 for learner-centered approach. The analysis also disclosed that the  $p$  value significance is  $p < .001$ , at the level of 0.05 level ( $p < 0.05$ ), and it rejected the null hypothesis 2. Therefore, it can be interpreted that there was a significant difference between Grade 11 students' beliefs towards teacher-centered and learner-centered approaches in English as a Foreign Language class at Mai Ja Yang High School in Kachin State, Myanmar.

Table 8 illustrates the results of the dependent samples t-test comparing grades 10 and 11 students' beliefs towards teacher-centered and learner-centered approaches.

Table 8: *Results of the Dependent Samples t-Test Comparing Grades 10 And 11 Students' Beliefs Towards Teacher-Centered and Learner-Centered Approaches*

Variables	<i>M</i>	<i>SD</i>	<i>t</i> - value	Sig. (2-tailed)
Grade 10 and 11 students' beliefs on teacher-centered	3.670	.576	-12.97	.000
Grade 10 and 11 students' beliefs on learner-centered	4.176	.364		

According to the Table 8 result, the *t*-value obtained from the analysis of teacher-centered and learner-centered approaches is  $t(264) = -12.97$  while the standard deviation for teacher-centered is .576 and .364 for learner-centered. Mean scores for teacher-centered is 3.670 and for learner-centered is 4.176. The analysis also told that the *p* value significance is  $p < .001$ , at the level of 0.05 level ( $p < 0.05$ ), and it rejected the null hypothesis 3. Therefore, it can be defined that there is a significant difference between Grades 10 and 11 students' beliefs towards teacher-centered and learner-centered approaches in English as a Foreign Language class at Mai Ja Yang High School in Kachin State, Myanmar.

## Discussion

The survey findings revealed that Grade 10 students' beliefs towards teacher-centered approach was neither positive nor negative. In this circumstance, the Grade 10 students from Mai Ja Yang High School seem very flexible in both approaches (teacher-centered and learner-centered). Students from Myanmar have been very used to with teacher-centered approach for many decades in every subject learning. Moreover, not only students are familiar with teacher-centered approach, but also students are dominated by the way of teachers teaching styles such as textbooks focus teaching style, grammar oriented technique, and comparing the language structures of homogenous or native language (Acat & Dönmez, 2009). Students became more spirited and individualistic because of the less or lack of opportunities to think critically and interact with peers.

Teacher control everything in the classroom so that students do not think outside the box and students were not taught to do so, as well. Consequently, in the concept of the students, they thought teacher-centered approach as a good teaching approach. However, as the researcher discussed in the literature review, the Myanmar Government's Thirty Year Long Term Basic Education plan 2001-2031, learner-centered approach was introduced.



However, learner-centered approach was introduced under Kachin Independence Organization (KIO) Education Department schools in 2005 yet it was merely for primary level. Later, gradually teachers were introduced and provided learner-centered teaching methods and the concept of it to middle level and high school level during summer school breaks. Thus, learner-centered approach was implemented in school or teaching dealing with many difficulties e.g., time constraint, students- teacher ratio, class size, and so on.

In teacher-centered class students are passive, but in learner-centered class, students are active and got more chances to interact each other. The survey findings showed that the Grade 10 students preferred more learner-centered than teacher-centered and their beliefs was positive to learner-centered approach. Even though teachers and students realized the advantages of learner-centered approach, still remain the consequences of teacher-centered approach which they constantly used for decades. So, the students' beliefs towards teacher-centered approach illustrated as neutral.

For Grade 11 students' beliefs towards teaching approaches, this study shows that the students held positive beliefs towards both approaches. There are several benefits of teacher-centered approach. Teacher-centered is suitable for large classes, it does not take much time to do activities, preparing learning materials is well organized, teacher feels less nervous, embarrassed and tongue-tied, students can speak more in English if students want to communicate in class because the teacher can set the opportunities for them (Nagaraju, 2013).

Similarly, to this study result, the findings of learner-centered approach compared to teacher-centered approach in teaching English grammar as a foreign language in Iranian high school context conducted by Zohrabi, Torabi and Baybourdiani (2012) was also displayed that the EFL students from Iran preferred a lot learner-centered. In this study there were 60 participants and the students were separated into two groups as control group (teacher-centered) and the experimental group (learner-centered). The two groups received a treatment in active-passive voice pre-post test within a month. At first, the consequence of teacher-centered learning was low in pre-test comparing to learner-centered learning nonetheless, there was a steady growth in post-test. Fundamentally, teacher-centered approach was better and more suitable in Iran English language teaching system.

In learner-centered approach, it indicates that students' activities and students participating in activities stand very important role to improve students' learning process and to achieve quality learning (Zohrabi, et al., 2012).

Therefore, in learner-centered classroom, students get opportunities to work in groups, with peers, or sometimes an individual. Furthermore, in learner-centered learning process, students are active participants and teachers' roles are more like facilitators than instructors. Besides, in learner-centered classroom teachers always consider fulfilling the needs of the students' learning process. There can be seen several advantages in learner-centered classroom by using such instructional activities. For instance, students need to prepare ideas or make notes before class discussions, etc., for individual work. In group work or peer work, they need to interact to share the ideas, opinions, and experiences. According to Nagaraju (2013), participating in these kind of activities students need to talk, think in English a lot and bring a lot of benefits to them.

Likewise, the study conducted by Lak, Soleimani and Parvaneh (2017), the respondents from Mehrvarz Language Institute in Tehran, Iran received pre and post- test to explore the effect of teacher-centered method versus learner-centered method on reading comprehension among the Iranian EFL learners. The findings indicated that the two groups (teacher-centered and learner-centered methods) performed significantly of the learners' improvement of reading comprehension.

Based on inferential statistics applied to the Mai Ja Yang High School English as a Foreign Language Students' Beliefs Towards Teaching Approaches findings, there were significant differences between Grades 10 and 11 students' beliefs towards teacher-centered and learner-centered approaches in English as a Foreign Language class at Mai Ja Yang High School in Kachin State, Myanmar. The survey findings revealed that overall from Mai Ja Yang High School, Grades 10 and 11 students' beliefs towards learner-centered approach was significantly higher than beliefs towards teacher-centered approach. A possible reason of this research findings could be due to the fact that the students were convinced of the value of student-centered approach in learning English as a Foreign Language classroom. The learning environment of student-centered support positive interaction between classmates, students feel appreciated, welcomed and recognized, respected and accepted.

In learner-centered classroom, students have the power of mastering their world via the natural process of learning (McCombs & Whistler, 1997). Individualization, interaction and integration are required in learner-centered classroom. During the learning process, in learner-centered classroom, students integrate what they have learned with what they have already gotten and construct to have new learning (Moffett & Wagner, 1992). In learner-centered classroom, students are active participants, they make a decision what

to learn, how to learn, they construct new knowledge skills by building on current knowledge and skills. Students are encouraged, they work in collaboration with others. Probably, for those benefit reasons, Grades 10 and 11 students held positive beliefs on learner-centered approach rather than teacher-centered approach.

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